J. Moreno-Lacalle

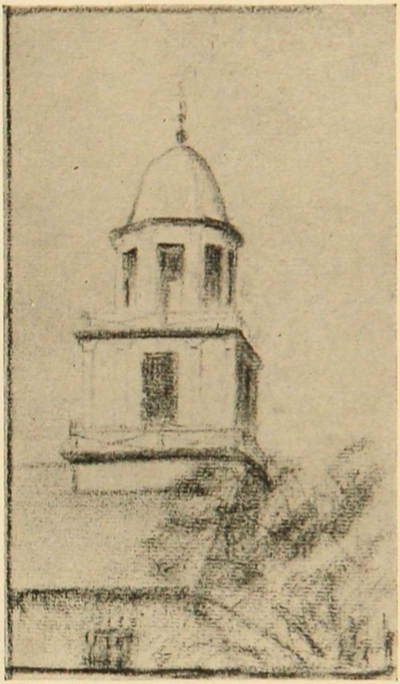
MIDDLEBURY COLLEGE

Desk Copy. =

ELEVENTH SUMMER SESSION

1919

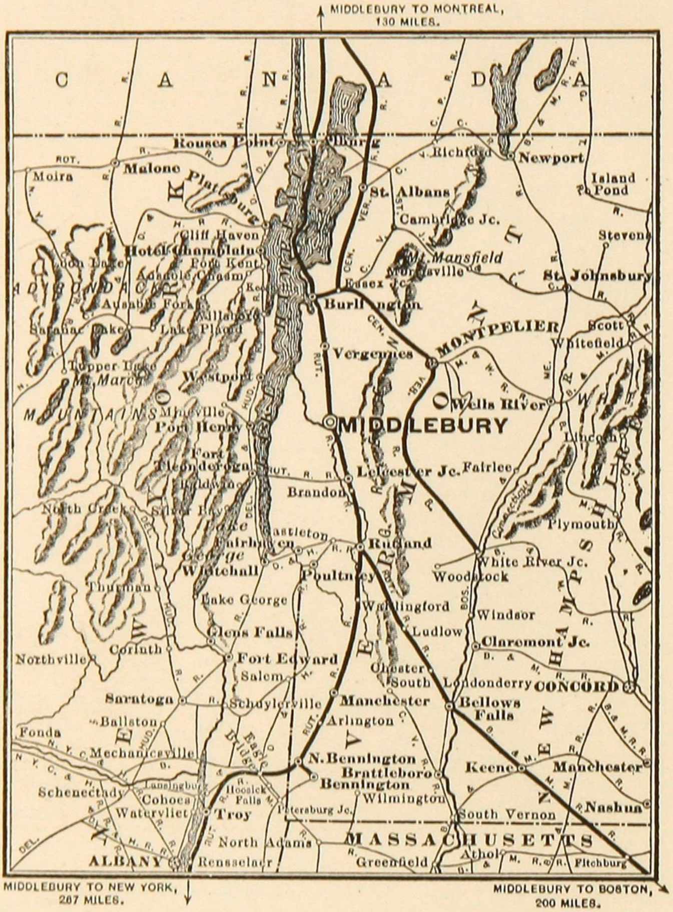
Middlebury College



Eleventh Summer Session

Middlebury, Vermont

July 1—August 16, 1919


MIDDLEBURY TO MONTREAL, 130 MILES.
C A N A D A
Rouses Point
Malone
Moira
Richford
Newport
Island Pond
St. Albans
Cambridge Jc.
Plattsburg
Cliff Haven
Hotel Champlain
Port Kent
Ausable Chasm
Stevens
Mt. Mansfield
Morrisville
St. Johnsbury
Essex Jc.
Burlington
Ausable Forks
Saranac Lake
Lake Placid
ADIRONDACK MOUNTAINS
Scott
Whitefield
MONTPELIER
Vergennes
Tupper Lake
Mt. Marcy
Westport
Wells River
Mineville
Port Henry
MIDDLEBURY
Lincoln
Fort Ticonderoga
Leicester Jc.
Fairlee
Brandon
North Creek
Castleton
Fairhaven
Rutland
Plymouth
Lake George
Whitehall
Poultney
White River Jc.
Woodstock
Thurman
Wallingford
Windsor
Ludlow
Glens Falls
Claremont Jc.
Northville
Corinth
Fort Edward
Salem
Chester
South Londonderry
CONCORD
Saratoga
Schuylerville
Manchester
Bellows Falls
Ballston
Arlington
Fonda
Mechanicsville
N. Bennington
Brattleboro
Keene
Manchester
Bennington
Schenectady
Lansingburg
Cohoes
Hoosick Falls
Wilmington
Nashua
Watervliet
Troy
Petersburg Jc.
South Vernon
North Adams
MASSACHUSETTS
ALBANY
Rensselaer
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MIDDLEBURY TO NEW YORK, 287 MILES.
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THE CENTRAL COLLEGE OF VERMONT

Equi-distant from the Northern and Southern Boundaries.

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On the Rutland Railroad.

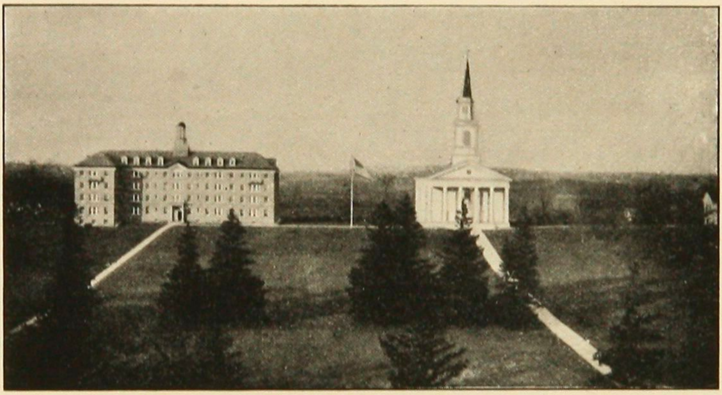
Through Trains daily each way between New York and Boston and Montreal.

Fare (Mileage) from New York, $8.56; from Boston $6.47.

ELEVENTH SUMMER SESSION OF

MIDDLEBURY COLLEGE

JULY 1—AUGUST 13
1919



MIDDLEBURY, VERMONT
FEBRUARY
1919

Los Castillos de Torresnobles—*Dorado*

ANNOUNCEMENT

The Eleventh Summer Session of Middlebury College will open to receive students on Monday, June 30, 1919, and will close Wednesday, August 13. The Spanish School will open July 5 and close August 16. Classes will meet daily, Monday to Friday, inclusive, with the exceptions noted under certain courses. On Saturdays libraries and laboratories will be open to students, but class exercises will not be held.

The courses of the Summer Session are of collegiate and advanced grade, fully equivalent in standards maintained to the courses given by Middlebury College in the regular sessions of the academic year. The instructors are selected in part from the faculty of the college, in part from other colleges and universities and also from teachers of known efficiency in special fields.

The Summer Session is open to college students, school officers, and all persons of sufficient maturity to profit by the courses offered; but the most notable feature of the Session is the work of the Modern Language Schools, in which a plan of organization and instruction has been developed which in a comparatively short time has given Middlebury an enviable reputation for the remarkable results secured, and has brought to these schools the patronage of half a hundred colleges and universities. The French and Spanish Schools are more fully described elsewhere in this bulletin. The English School offers courses of general cultural value as well as those of especial interest to students of music, science, history, English literature, political science, and education.

OFFICERS OF ADMINISTRATION

John Martin Thomas, D. D., LL. D.	*President*
Edward Day Collins, Ph. D.	*Director*
Wilfred Edward Davison, A. M.	*Secretary*
Mrs. William Mills	*Matron*
Mrs. Maud O. Mason	*Matron*

OFFICERS OF INSTRUCTION

Myron Reed Sanford *Latin*

A. B., Wesleyan, 1880; A. M., 1883; L. H. D., University of Vermont, 1910. Head of Classical Department, Wyoming Seminary, Kingston, Pa., 1880-86; Assistant Professor of Latin, Haverford College, 1886-90; Professor of Latin and Dean (same), 1890-93; Gottingen and Rome, summer of 1892; Student in Philology in University of Leipsic, 1893-94; studied Archæology in Rome and Pompeii, 1894 and 1912; Professor of Latin, Middlebury College, 1894— .

Frank William Cady *English*

A. B., Middlebury College, 1899; A. M., 1903; B. Litt. Oxford University, 1908. Principal of Chester High School, 1900-01; Francestown Academy, N. H., 1901-04; Research Student at Oxford University, 1904-06; Professor of English Language and Literature, McKendree College, Illinois, 1906-09; Assistant Professor of English, Middlebury College, 1909-17; Professor of English, 1917— . Editor of Peele's "Old Wives' Tales," 1916.

Frank Eugene Howard *Education*

A. B., Michigan State Teachers' College, 1907; A. M., Clark University, 1911; Ph. D., 1912. Teacher and Principal in public schools, Michigan, 1900-05; Superintendent of Schools, Manchester, Mich., 1907-10; Fellow in Psychology, Clark University, 1910-12; Professor of Education, Berea College, 1912-13; Professor of Education and Director of Summer Sessions, Nebraska Wesleyan University, 1913-15; Instructor in Education, Middlebury College Summer Sessions, 1913, 1916; Assistant Professor of Pedagogy, Middlebury College, 1915— . Author of "The Junior High School," 1916.

Lewis J. Hathaway *Music*

Graduate of the New England Conservatory of Music, Boston; studied piano under Dr. J. Albert Jeffery, and Martin Krause, Berlin, Germany; organ under Henry M. Dunham; theory of music under Benjamin Cutler, Stillman Kelley, and Louis Elson. Head of the Music Department of Montpelier Seminary, and choir director and organist at the Church of the Messiah, Montpelier, Vermont, 1900-15. Assistant Professor of Music, Middlebury College, 1916-19; Professor of Music, Middlebury College, 1919— ; Chairman of the Executive Committee of the Vermont State Music Teachers' Association.

WILLIAM JAMES RYLAND *History*

A. B., Trinity, 1908; A. M., Yale, 1909; Student at University of Chicago Summer Session, 1915; Yale Graduate School, 1917-18. Professor of History and Political Science, West Virginia Wesleyan College, 1909-17. Assistant Professor of History, Middlebury College, 1918— . Member of the American Historical Association; Member of the American Political Science Association.

STANLEY THOMAS WILLIAMS *English*

A. B., Yale, 1911; Student abroad, 1911-1912; Fellow in Yale Graduate School, 1912-1915; M. A., Yale, 1914; Ph. D., Yale, 1915; Instructor in English, Yale College, 1915-1916, 1916-1917; Author of Richard Cumberland, Life and Dramatic Works, Yale University Press, 1917; First Lieutenant, Air Service, U. S. A., August, 1917-December, 1918; (Foreign Service, July, 1918-November, 1918); Instructor in Yale College, 1919; Editor of Timon of Athens (forthcoming in Yale Shakespeare Series); Author of Stage History of Plays of Richard Cumberland (forthcoming).

KARL FREDERICK GEISER *Political Science*

A. B., Upper Iowa University, 1893; Ph. D., Yale, 1900. Superintendent, Public Schools, Fayette, Iowa, 1893-97; Assistant in American History, Yale University, 1899-1900; Professor of Political Science, Iowa State Teachers' College, 1900-08; Postgraduate student, University of Berlin, 1905-06; Professor of Political Science in Summer Sessions of University of Illinois (1907, 1910), University of Minnesota (1913), and Columbia University (1917); Professor of Political Science, Oberlin College, 1908— ; Carnegie Teacher's Fellowship in International Law at Harvard University, 1918-19. Author of "Redemptioners in Pennsylvania"; "Government of Iowa" (Joint author with Macy); "Autocracy versus Democracy"; contributing Editor of "Cyclopedia of American Government"; contributor of many articles on historical and political subjects to various journals and magazines.

ARTHUR RANDALL DAVIS *Chemistry*

A. B., Wesleyan, 1915; Instructor in Chemistry, Middlebury College, 1915-18; Assistant Professor of Chemistry, 1918— ; Member of the American Chemical Society; Member of the American Association for the Advancement of Science.

MINNIE HAYDEN *Music*

Pupil of Mme. Edna Hall and Charles R. Adams, Boston, Signor Panzani, Florence, Italy, and Franklin Clives, London, England; Teacher of the Art of Singing, Steinert Hall, Boston; Head of the Department of Music, Middlebury College Summer Sessions, 1913-18.

GLADYS LOTT *Dramatic Expression*

Graduate Girls' Latin School, Boston, 1910; Leland Powers' School of the Spoken Word, Boston, 1912; Reader and Teacher of Expression, New York and Boston, 1913— ; Instructor in Dramatic Expression, Middlebury College Summer Sessions, 1915-18.

H. P. WILLIAMSON DE VISME *French*

B. S., Middlebury, 1896; A. M., 1897; Instructor in French and German, Rugby School, Kenilworth, Ill., 1897-99; Graduate Student and Instructor in French, Princeton University, 1899-1900; Assistant in French, University of Chicago, 1900-07; Associate in French, 1901-03; Instructor in French, 1903-07; Assistant Professor of French, 1907-13; Directeur de l'Alliance Française, 1906-07; Founder and Director de l'Ecole du Chateau de Soisy, Soisy-sous-Etiolles, France, 1912— ; Editor, "Easy French Stories," and Merimee's "Columba"; Head of the Department of Chicago Summer Session, 1915; Yale Graduate School, 1917-1918.

error

G. D. DE LA JARRIE *French*

B. ès L., B. ès S., M. D., (Faculty of Paris); Attaché of the "Mission Pavie," (1885-86); Elected Officer d'Academie, (1900); Corresponding Member of the Ministry of Public Instruction, France, (1905), and of the Academy of Inscriptions and Belles Lettres, (1906); Officer of Public Instruction, (1910); Head of the Department of French, Middlebury College Summer Session, 1917. Author of "Six Months in India," "Tales and Legends of Provence," "The Estérel in the quarternary period," "Archæological researches in Celto-Liguria," "Fréjus and its antiquities," "Gallo-Roman tombs in the department of Var," etc.

EDWIN LATHROP BAKER *French*

A. B., Beaver, 1904; Mus. B., 1904; A. M., 1904; A. B., Trinity, 1905; Study and Travel, England, Spain, Italy, and Germany, 1906-14. Professor of the Romance Languages, Beaver College, 1903-04; Instructor in the Romance Languages, Pennsylvania State College, 1915-16; Assistant Professor of French, Oberlin College, 1917— .

MARIE CECILE LOUISE JANIN *French*

Diplome d'études Secondaires, Paris; Professorat primaire d'Anglais, Paris; Professorat Secondaire d'Anglais, Sorbonne; Diplome d'Etudes Supérieures (mention très honorable) Sorbonne; Agrégation d'Anglais, Sorbonne; Ancienne assistante de Francais au collège Dunoon, Ecosse; Assistant de Francais a Indiana University, Bloomington, Indiana.

MIREILLE DALMAS *French*

Brevet supérieur, Paris; Diplome de Fin d'Etudes Secondaires, Paris; Boursière du Gouvernement Francais; Assistant de Francais a Wells Collège, Aurora, N. Y.

JULIÁN MORENO-LACALLE *Spanish*

A. B., University of St. Thomas, Manila, P. I., 1895; A. M., University of Maryland, ~~1898~~ 1918; Graduate Student, ~~same~~ U of St. Th., 1896-97; Student, Royal College of Superior Studies of Maria Christina, The Escurial, Spain, 1897-98; Student, Institute Concordia, Zurich, Switzerland, 1899; Translator, Executive Bureau of the Philippines, 1901-05; Instructor in charge of Advanced and Intermediate courses in Spanish, Spanish American Atheneum, Washington, D. C., 1912-1913; Translator and Editor, Pan-American Union, Washington, D. C., 1906-12; Instructor, Department of Modern Languages, U. S. Naval Academy, ~~Annapolis, Md., 1914-19; Assistant Professor, 1919—;~~ Dean of the Spanish School, Middlebury Summer Sessions, 1917-~~19~~. Author: "El Centenario de la Independencia de Venezuela," 1911; "El Norte de la Patagonia," ~~Spanish~~ (translation), 1914; "Elementos de Espanol~~;~~ A Spanish Grammar," Sanborn, 1918; Elements of Spanish Pronunciation, Scribner's, 1918;

Scribner's

(21)

Associate Professor, 1919-20; Professor and Head of the Dept. of Spanish, N. A., 1920—;

Spanish Composition (in press)

JOSE MARTEL *Spanish*

A. B., University of Seville, Spain, 1898; Graduate Teacher Normal School of Seville, 1905; Teacher in the Spanish Army, 1905-08; Instructor in charge of intermediate courses in Spanish, Spanish American Atheneum, Washington, D. C., 1912-13; Instructor in Spanish, United States Naval Academy, Annapolis, Md., 1913-19; Associate Professor, 1919— ; Instructor in Spanish, Middlebury College Summer Sessions, 1917-19.

BALBINO DAVÁLOS *Spanish*

Formerly Secretary Mexican Embassy at Washington; Chargé d'Affaires and Minister Plenipotentiary of Mexico in Portugal and Russia; Traveler in Latin-America; Professor of Spanish, University of Minnesota, 1917-18; Instructor in Spanish, Middlebury College Summer Sessions, 1918-19.

TERESA DE ESCORIAZA *Spanish*

A. B., Instituto del Cardenel Cisneros, Madrid, Spain, 1908;

-19; Assistant Professor, 1919-1921; Associate Professor, 1921—;

Graduate of the Universite de France, Academie de Bordeaux, 1912; Instructor in Spanish Grammar and Literature, Instituto Internacional, Madrid, Spain, 1914-17; Instructor in Spanish, Oaksmere School, Marmaroneck, N. Y., 1917— ; Instructor in Spanish, Middlebury Summer Sessions, 1918-19.

CINCINATO G. B. LAGUARDIA *Spanish*

A. B., Columbia University, 1915; Graduate Student, University of Illinois, Romance Department, 1915-16; Instructor, University of Illinois, Romance Department, academic year 1915-16; Instructor, Summer Session, University of Illinois, 1916; Instructor in Spanish, Extension Department, Columbia University, 1915; Instructor in Romance Department, New York University, Summer Term, 1917; Instructor, U. S. Naval Academy, Modern Languages' Department, 1916— ; Instructor in Spanish School, Middlebury College Summer Session, 1919-1921, Author: "Argentina—History and Legend," Sanborn & Co., 1919; "Cuentos Hispano-Americanos", Scribners, 1920.

MARIA TERESA GARCIA *Spanish*

A. B., Instituto del Cardenal Cisneros, Madrid, Spain, 1914; Graduate of the Instituto Internacional, Madrid, Spain; Graduate Student, Universidad Central, Madrid, Spain; Instructor, Instituto Internacional of Madrid; Assistant in Spanish, Vassar College, 1918— ; Instructor in Spanish, Middlebury College Summer Session, 1919.

FRANCISCA MARTINÉZ *Spanish*

A. B., Syracuse University, 1916; Instructor in Spanish, Dunkirk High School, 1916-18. Instructor in Spanish, Summer Session of the Teachers State College of Albany, 1918; Instructor in French and Spanish, West High School, Rochester, N. Y., 1918— ; Instructor in Spanish, Middlebury College Summer Session, 1919.

19; Instructor in Modern Languages, State Teachers College, Albany, N.Y.

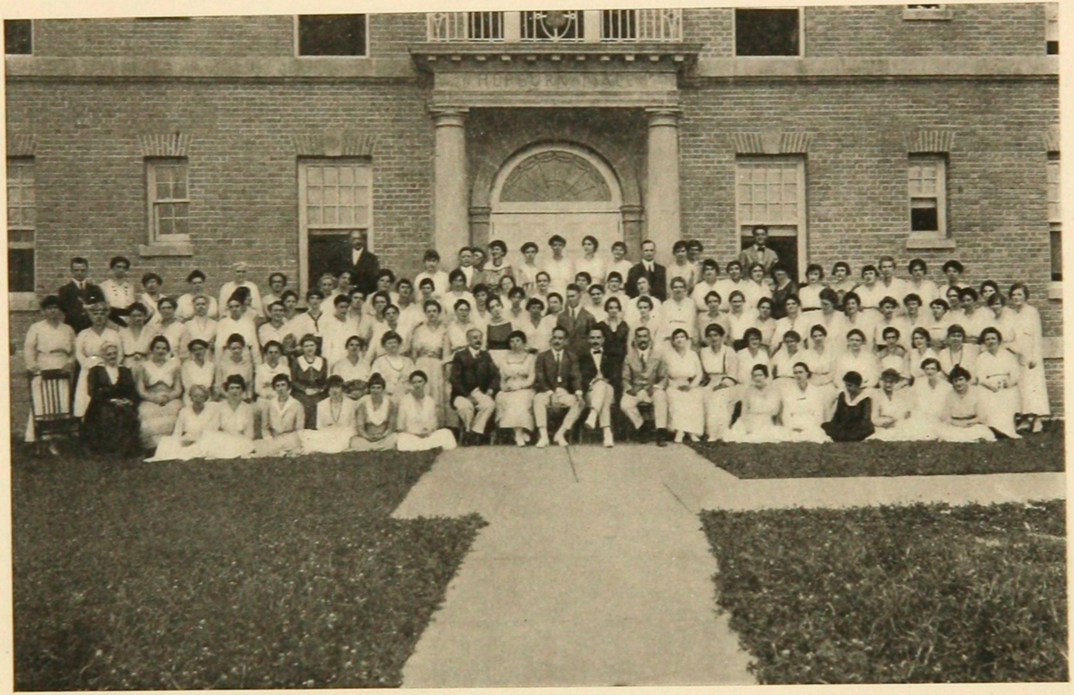
HORTENSIA PERÉZ *Spanish*

A. B., University of Santiago, Chile, 1916; Chilean Government student in the U. S.; Teacher of Spanish, Winthrop Normal and Industrial College, Rock Hill, S. C., 1918— ; Instructor in Spanish, Middlebury College Summer Session, 1919.

ROSALINA ESPINOSA *Spanish*

A. B., University of Colorado, 1917; Instructor in Spanish, University of Mexico, 1917-18; Instructor in Spanish, High School of Commerce, New York City, 1918— ; Instructor in Spanish, Middlebury College Summer Session, 1919.

THE FRENCH SCHOOL


HEPBURN HALL

Tae Spanish School

GENERAL DESCRIPTION

LOCATION

MIDDLEBURY COLLEGE is situated in a quiet New England village of the best type, about midway between the northern and southern borders of Vermont, on the main line of the Rutland Railroad, easily accessible from Boston, New York, and Montreal. A few miles to the east of the village rise the foothills of the Green Mountains, while the more rugged heights of the Adirondacks stretch along the western skyline. The waters of the historic Otter Creek flow through the village and provide excellent boating toward the south. Abundant springs in the mountains furnish water of unexcelled purity. The college grounds of one hundred and fifty acres occupy a gentle slope rising above the village and are swept by the prevailing winds of summer and shaded by numerous trees.

PURPOSE

THE Summer Session is conducted to meet the needs of high school and college instructors desiring training in special branches, graduate students pursuing studies for one of the master's degrees, and experienced teachers working for professional advancement. Courses of instruction have been carefully arranged to meet the requirements of such students and of others whose interest is more general. College students, graduates, and non-collegiates from various states, as well as teachers, principals, and supervisors, are to be found yearly in the different classes of the Summer Session.

ADMISSION

Examinations are not required for admission to the Summer Session. Students enrolling in the French and Spanish Schools must satisfy the Deans of those Schools of their adequate preparation for the courses desired.

All students must register at the Director's office before they will be admitted to any course. In registering the student presents a schedule of the courses he desires, pays his fees, and receives an admittance card for each course. Upon presenting this card to the instructor the student will be regularly enrolled as a member of the class. Private students in music and expression must also secure admittance cards before beginning their work.

CREDITS

Students may enter courses without examination, and without being candidates for a degree; but those who desire credits must indicate that fact when they register, and, if candidates for a degree, they must present evidence of their qualifications before they will receive credits, either for baccalaureate or advanced degrees.

The courses of instruction are lettered *a, b, c.*

Courses lettered *a* are pursued for their cultural value, and are not counted for credit toward any degree.

Courses lettered *b* may be counted by properly qualified candidates for two credits toward a baccalaureate degree (A. B. or B. S.) for each full course satisfactorily completed.

Courses lettered *c* may be counted by properly qualified candidates for two credits toward an advanced degree (A. M. or M. S.) for each full course satisfactorily completed. Candidates for a master's degree must hold a baccalaureate degree from Middlebury College or from some other college approved by the Committee on Graduate Work.

Not more than six credits will be given an undergraduate at a Summer Session.

Courses pursued for credits must be completed by an examination, which shall be of the grade and standard given in such courses in the academic year. Final examinations are optional with other students, but are desirable for all.

CERTIFICATES

STUDENTS satisfactorily completing their courses will be given, upon application, a *Summer Session Certificate* indicating the work done. These certificates of work completed in Summer Session are useful evidences of professional study, and often are accepted by examiners, school boards, and superintendents in lieu of examinations.

THE MASTER'S DEGREE

GRADUATE students are welcome in all courses in which work is sufficiently advanced to count for a Master's degree. To obtain the degree of Master of Arts, or Master of Science, thirty credits are necessary. These may be gained by attending not less than four summer sessions, one of which may be at some other institution of similar grade. The Committee on Graduate Work will pass upon the credentials and courses of candidates for the Master's degree.

SOCIAL LIFE AND ENTERTAINMENT

IN addition to the academic attractions of the college it is the policy of the officers of the Summer Session to arrange for various forms of social and intellectual entertainment for the students in attendance. Provision is made for frequent lectures, for social evenings, plays, and dances. Organ, voice, and piano recitals are given under the direction of the Department of Music. Group activities in the several departments of instruction, especially in the music and language groups, constitute a delightful feature of the social life. The self-activity of the students is encouraged in all wholesome directions.

OUT-OF-DOOR LIFE

No college in the East offers more attractive surroundings than are found at Middlebury in Summer. The climate is delightful and the program of studies is so arranged as to leave much of the afternoons and Saturdays free for recreation. This may be in the nature of short walks, or longer hikes, boating or canoeing on Otter Creek or Lake Dunmore, mountain climbing expeditions to the virgin forests of the Green Mountains, or automobile trips to points of historic and scenic interest, in which the Otter Creek valley abounds. Everybody should visit the famous cave of the Green Mountain Boys, the Ann Story monument, and the ruins of the old forts at Crown Point and Ticonderoga.

Little journeys are easily made on foot to points like Chipman Hill, Battell Park (east of the village), the Government Morgan Horse Farm, and the falls of the Otter at Beldens. Groups of students frequently spend an afternoon at the lakeside or in the mountain forests. Party lunches are provided by the matrons of the halls at a reasonable charge. Among the most enjoyable features of a summer's sojourn at Middlebury are the camp-fire suppers and informal picnics of these friendly groups. Good automobile roads make accessible a large number of interesting places within the radius of a day's trip from Middlebury, such as Mt. Philo, Grandview, Bread Loaf Inn, Lake Dunmore, Rattlesnake Point, Silver Lake, Falls of Lhana, Pleiad Lake, Ripton

Gorge, Fern Lake, Ellen and Lincoln Mountains. Ausable Chasm, Ticonderoga, Lake George, and Lake Champlain may be reached by railroad or automobile. Motor boat trips on Lake Champlain may be made from Long Point and Thompson's Point at slight cost.

BUILDINGS AND GROUNDS

The Summer Session enjoys the full use of the buildings and grounds of the College. The headquarters of the Summer Session is the Old Chapel, the central building of the Old Stone Row on the lower campus. The office of the Director is in the pedagogical suite on the ground floor of the building at the left of the entrance.

Starr Library, with trained librarians in attendance, offers its facilities to all students of the Summer Session. The Pedagogical Library is housed on the ground floor of the Old Chapel· Here may be found a well-equipped educational library, current pedagogical literature, and files of the leading educational magazines. Other departmental libraries will be found in the Chemistry Building and in Warner Science Hall.

The Departments of Latin, History and Political Science are located on the second and third floors of the Old Chapel building.

In the Hall of Chemistry courses in Chemistry, English, and French are conducted. The courses in Bacteriology are given in Warner Science Hall in the Biology rooms on the second floor.

Music Hall, on Weybridge Street, is used by the Department of Music. Mead Memorial Chapel is used for the more important lectures of general interest, as well as musical recitals.

McCullough Gymnasium is supplied with abundant locker rooms, shower baths, and equipment for students who play indoor games. All facilities for indoor and outdoor athletics are free to all students of the Summer Session. The old athletic ground, situated near the McCullough Gymnasium on the campus, furnishes a convenient space for out-of-door dances and sports and is still patronized by summer students. The fields for baseball, football, and track athletics are located on the Porter Athletic Field, of some eighty acres in extent, situated southeast of the old college campus.

TENNIS

The college provides six tennis courts, three for men, conveniently located near the lockers and shower baths of McCullough Gymnasium, and three others near Pearsons Hall, which are reserved for women. The courts are reserved by the College for the exclusive use of the students of the Summer Session. No charge is made for their use, or for that of the gymnasium and athletic field. Students should bring tennis rackets, nets, bathing and gymnasium suits, and base ball supplies.

HALLS OF RESIDENCE

Pearsons Hall is a large white marble structure of colonial style, built in 1911 as a hall of residence for women. It is located on a commanding height overlooking the surrounding country in all directions. Close by is Battell Cottage, with rooms for thirty-two persons and a large dining-hall accommodating more than a hundred. Ample, shaded grounds adjoin Battell Cottage and Pearsons Hall, and the latter, besides containing single and double living rooms, dressing and bath rooms, has a large social hall. Chairs and benches placed on the lawn and under the trees provide students pleasant opportunities for reading and study out-of-doors.

Hepburn Hall is a new dormitory of the college, erected in 1916. The building is fire-proof in construction, and is situated on an eminence overlooking the old college campus, which in turn overlooks the town. The windows of the new dormitory command views of surpassing beauty in all directions. In the hall of residence rooms are arranged *en suite,* one commodious study adjoined by two well lighted and ventilated bedrooms, with toilet connected with each suite. The rooms are adequately equipped with oak furniture specially purchased for this hall, of simple and pleasing design. Towels and bed linen, with one pair of blankets, are supplied for each bedroom. A loggia connects the residence hall with the refectory, above which is a handsomely furnished social hall, decorated with big game trophies, provided with a piano, and equipped with electric fans.

For students who prefer not to live in the larger dormitories Hillside and Hillcrest cottages afford pleasant homelike quarters.

ENGLISH SCHOOL

The English School offers courses in the special fields of English Language and Literature, Latin, Comparative Government, International Relations, History, Chemistry, and Education.

In the English Department of this School the courses are planned especially to meet the needs of teachers and advanced students who desire to continue study through more than one session of the School. At the same time an effort is made to offer each year English courses which will be of interest and value to the one-session student, whether undergraduate or advanced. Opportunities for dramatic production are given under expert direction.

The following arrangement covers the cycle of courses for a three-year period:

First Year (1919): Shakespeare's Contemporaries; English Poetry of the Eighteenth Century; Victorian Prose and Poetry; Composition.

Second Year (1920): English Poetry before Shakespeare; English Poetry of the Seventeenth Century; English Drama since 1660; Composition.

Third Year (1921): Shakespeare; English Poetry of the Nineteenth Century; American Poetry; Composition.

OTHER DEPARTMENTS

UNDER Courses of Instruction will be found detailed descriptions of the work offered in Organic Chemistry, Industrial Chemistry, Latin Poetry, Roman Origins, Pedagogy, English, Reading and Story-Telling, History, Comparative Government, and International Relations.

MUSIC SCHOOL

IN addition to the work hitherto afforded in voice, organ, and piano, the Department of Music now offers attractive courses in the theory and history of music, a course in Platform Art, and one in Recital Repertoire.

Vocal training will be given, as heretofore, by Miss Minnie Hayden of Boston. Former students will be pleased to learn that Miss Hayden will be assisted next summer by Miss Gladys Lott. The course in public school music which has proved helpful in previous years to those engaged in musical instruction in educational institutions will again be repeated.

Professor Lewis J. Hathaway, of the Department of Music in Middlebury College, will offer courses in piano, organ, harmony, counterpoint, and music appreciation. Recitals will be held frequently in Mead Memorial Chapel.

EDUCATION

The Summer Session will continue its pedagogical work in cooperation with the State Department of Education. Not only is the privilege extended to Vermont teachers of *free tuition,* but the Deparment of Pedagogy has organized a special program to meet the peculiar needs of Vermont secondary teachers at the present time. Vermont teachers should note carefully the opportunity for their professional improvement provided by the courses in pedagogy, music, and the languages. For particulars see description of courses.

ROMANCE LANGUAGE SCHOOLS

In the last few years the Modern Language Schools of the Summer Session of Middlebury College have attracted wide attention among progressive language teachers throughout the country. The organization and management of these Language Schools was developed first in connection with the German School, conducted for several years by Professor Lilian L. Stroebe of Vassar College. The methods are well described in an article by Doctor Stroebe in the January and February numbers (1919) of "Education." While circumstances made necessary the discontinuance of the German School, the French and Spanish Schools have continued and have developed remarkably during the last two years.

The teaching in these Schools is direct, intensive, and continuoüs. Students receive instruction in small groups from native teachers under skilled supervision and are constantly in the atmosphere of the language studied through conversations, lectures, recitations, and social activities. The native language is the language of the Schools at all times. The separation of the Schools in housing and dining arrangements renders possible that degree of isolation which frees the student from having a diversity of interests. The arrangement of courses and the methods of conducting them provide a concentration and a coordination which cannot be brought about in any other way. The foreign language facilities presented by Schools organized and managed according to the Middlebury plan are incomparably the best that can be found in the summer of 1919. They rival the advantages of foreign study conducted under the most favorable conditions, while the cost is not more than one-fourth or one-fifth of the cost of a European trip.

The originator of the Middlebury plan of organizing and directing Modern Language work in Summer Sessions has recently written: "A really well conducted summer school may offer even a better opportunity for learning a language than does a six weeks' stay abroad. We all know that there are criticisms to be made of the management of the summer courses in France, Germany ,and Spain. The courses are mostly lectures, delivered before a large number of students of different nationalities, with unlike educational attainments, to whom the foreign language offers different kinds of problems. There is no coordination and supervision of work, and students receive no individual attention. The instructors abroad, as a rule, have very little knowledge of conditions in the United States, and they do not understand the special problems confronting our high school teachers. It is very hard to find a boarding house where only one or two foreigners are received, where the foreign language is spoken free from dialect and free from local peculiarities, and where intelligent help in the acquisition of the language can be expected."

Students contemplating foreign language study abroad in 1920 or 1921 are urged to prepare themselves for their European trip by first securing not only command of the language but a proper background for intelligently interpreting what they see. Many travelers fail in their purpose largely because they are insufficiently prepared to understand life and conditions abroad. To former students of the Modern Language Schools at Middlebury, and to any others who contemplate foreign travel in 1920, the Middlebury Summer Session will have an interesting announcement to make at the proper time.

FRENCH

THE French School will open July 1 and close August 13. Prof. H. P. Williamson de Visme, Director of the Ecole du Chateau de Soisy, Soisy-sous-Etiolles, France, well-known through his work at Princeton, the University of Chicago, and Middlebury as a pioneer of direct language instruction, will again return from France to direct the French School. With Professor de Visme are associated Dr. G. D. de la Jarrie, Officer of Public Instruction of the French Government, and Prof. Edwin L. Baker of Oberlin College, a remarkable linguist, whose extensive travels and rare dramatic and musical skill will do much to enrich the social life of the School.

As now the commercial and industrial relations between France and the United States of America will be more important than ever before, it is timely to make known the natural and industrial riches of France and her colonies, her commercial laws and customs. Therefore, the courses have been organized to cover: History, Geography, Customs, Mineral and Agricultural Products, Industries, Exports and Imports, Laws of Commercial Relations of France and her Colonies: Algeria, Morocco, Tunesia, Senegalia, Congo, Colonies of the Ivory Coast, Madagascar, New Caledonia, Tonquin, Annam, Cambodgia, Cochin China. The French Government has empowered Dr. G. de la Jarrie to organize these courses in the United States of America. The Chamber of Commerce of New York and the Y. M. C. A. understand the value of such courses and are recommending them to students of foreign commerce. It is also necessary that Professors and Instructors speak of France and her Colonies with more detailed accuracy and knowledge than in the past.

The courses of instruction are designed for teachers of French and students who have already attained some proficiency in the language. No beginners' courses are offered. The School brings American teachers into direct contact with native French teachers. Special emphasis is paid to acquiring fluency and ease in conversation. The students are instructed in small groups and are in touch with instructors at all times. French is made the language of the School in the students' outside activities as well as in the classroom.

So far as possible classroom exercises are held in the morning hours. Excursions, individual study, social activities, and the enjoyment of the open country occupy the remainder of the day. In the evenings are social gatherings, illustrated lectures on French life and art, dramatics, reading of French poetry, dances, musicales, etc.

Special accommodations for this School are provided in Pearsons Hall, with French tables in the dining hall at Battell Cottage, and the exclusive use of the social hall in Pearsons on stated evenings of each week.

The French House is generously provided with books, pictures, periodicals, and newspapers. Officers of the Bureau of Schools, France, cooperate with the Dean of the French School in securing materials illustrative of French life and art. The French teachers are in charge of the tables in the dining hall. Thus students have the opportunity to hear and speak and think French continuously throughout the Summer Session.

SPANISH

The Spanish School will open July 5 and close August 16. Senor Julián Moreno-Lacalle, of the Department of Modern Languages, United States Naval Academy, Annapolis, Md., who has directed the Spanish School from the first, has been retained as Dean in 1919. Professor Lacalle will be assisted by a corps of Spanish educators.

A sufficient number of teachers is employed to render possible a high degree of attention to the individual needs of students, the plan being based on a ratio of one teacher to eight or ten students. The constant association of the students with the members of the teaching staff develops facility and ease in the use of the spoken language.

The courses of study have been planned to meet the real and practical needs of teachers of Spanish in American schools and colleges. They are of collegiate and post-graduate grade, in the field of language, literature, and social institutions of Spain and Latin-America. No elementary courses offered.

A unique and attractive feature is the practice of holding class recitations out-of-doors on shaded portions of the campus. Afternoon readings and talks are frequently held under the trees. Attention is given to chorus singing of Spanish songs and to practice in Spanish folk dancing. Illustrated lectures relating to the different courses are given weekly by members of the Spanish faculty.

Hepburn Hall is reserved exclusively for the Spanish school. An attractive dining hall is connected by a loggia with the dormitory. The social hall is furnished with writing material, and with papers, magazines, music, and works of art which bring the students of the language into intimate relationship with Spanish life.

A WORD OF ADVICE

The Director of the Summer Session frequently receives requests from teachers who desire to divide their work between two Modern Language Schools. These requests are almost invariably based upon a misapprehension of one sort or another. Some teachers fear that concentration upon one language means monotony and a dreary grind, while others think they can really accomplish more by studying in two fields. As a matter of fact, a great variety is found in the different subjects to be studied in the foreign language—history, geography, literature,—while the amusements and recreation offered by the School are all conducted in the foreign language. It is indeed of importance that every student should make the best possible use of his time, since the duration of the Summer Session is only six weeks. This is exactly why concentration upon one language is absolutely necessary. It is remarkable how little teachers can gain by trying to combine the study of several subjects in a short time. It is much better to concentrate their efforts upon one language or upon one subject for one year and to take up the other subject or language the following year. In no case should the students plan to divide their time between the French and Spanish Schools. Such a course would result in disappointment, as the student would labor under unnecessary difficulties and would fail to receive the greatest benefit from either School.

TUITION AND FEES

Although the cost of the Summer Session to the College has materially increased, no advances in tuition rates have been made in the Session of 1919. *All students are charged a registration fee of $5. No charge for instruction is made to*

Vermont teachers or to clergymen who enroll in the regular session: but the registration fee of $5 is charged in all cases. *Vermont teachers are persons actually engaged in teaching in the public schools of the State* and holding a certificate issued by the State. All such who desire exemption from tuition should bring their credentials with them.

Graduates of Middlebury College of the Class of 1919 may avail themselves of the privileges of Vermont teachers and pay only the registration fee for matriculation in the English School: this privilege does not include individual or private instruction or membership in the Modern Language or Music Schools.

Residents of Middlebury or Addison County may register in any single course, except in the Modern Language Schools and private lessons in Music, for $5 in addition to the registration fee and laboratory fees, or in any two courses for $10 in addition to these fees.

The tuition rates, except in Music, are made upon the basis of three five-hour courses, and additional courses will be charged pro rata.

AUDITORS

Persons regularly enrolled in the Summer Session may apply to the Director for auditors' tickets, which will admit them as listeners to specified lecture courses in which they are not enrolled as students for credits. Such requests will be granted so far as consistent with the interests of the Session when they do not interfere with the work of the regular students.

TUITION

FRENCH, SPANISH, AND ENGLISH SCHOOLS

French School	$30
Spanish School	$30
English School	$20

Three 5-hour courses included in the departments of

- Chemistry
- Education
- English Language and Literature
- History
- Latin
- Music (1, 2, and 8)
- Political Science

Laboratory fees, in Chemistry per course	$5

MUSIC SCHOOL COURSES

Singly

1. School Music	$15
2. Music Reading	$15
3. Voice Building (private lessons)	$35
4. Song Interpretation (private lessons)	$35
5. Platform Art (private lessons)	$20
6. Recital Repertoire (private lessons)	$20
7. Piano, Organ, and Harmony (private lessons)	$35
8. Musical Appreciation	$15

In Combination

Courses 1, 2, and 8	$20
Courses 2, and 3 or 4	$40
Courses 5 and 6, in class	$20
Courses 3 and 4	$35
Courses 3, 4, and 5 or 6	$50
Courses 1, 2, 3, 4, 5, 6	$60

Note: Music courses 1, 2, and 8 may be elected by **Vermont teachers** as courses in the English School, tuition free.

Supplies may be purchased at the College Bookstore.

BOARD AND ROOM

Life in all of the halls of residence is made as attractive and domestic as possible. The college farm, dairy, and garden are drawn upon for fresh and seasonable supplies, and it would be hard to duplicate at summer resorts, at twice the cost,the housing and dining accommodations provided. Board, with furnished room, is provided at Hepburn Hall, Pearsons Hall, Battell Cottage, Hillcrest Cottage, and Hillside Cottage at prices varying from $8 to $12 a week, according to the desirability of the room or suite. Party lunches for excursions and picnics are supplied at a reasonable rate.

Occasionally houses in or near the village may be rented for the session or for the summer, and accommodations can be secured outside the College in numerous homes and the excellent hotels of the village. The Director will be glad to aid any persons desiring to secure accommodations outside the College, but all the business arrangements must be concluded by the parties concerned.

THE OPENING OF THE SESSION

All students should plan to arrive in season to begin work at the opening of the Session. The halls of residence will be open on Monday, June 30, and students may also register on that day. Tuesday will be taken up by registration and assignments of class work; recitations will begin promptly Wednesday morning, July 2. The first general assembly of students and instructors will occur in McCullough Gymnasium Wednesday evening at eight o'clock.

ADVANCE REGISTRATION

Since accommodations are limited, it is advisable for reservations of board and room to be made as early as possible; and the Director will appreciate it if students will inform him of their intention to attend the Session and state the courses of study they desire. Tentative reservations will be made until June 1st without charge, but no reservation fee will be held beyond that date without a deposit fee of $5, which will be applied on the student's account at the opening of the Session. Persons who desire fuller information may address

SECRETARY, SUMMER SESSION,
MIDDLEBURY COLLEGE,
MIDDLEBURY, VT.

COURSES OF INSTRUCTION

CHEMISTRY

ARTHUR RANDALL DAVIS, A.B., Assistant Professor of Chemistry.

1. ORGANIC CHEMISTRY. *c*

LECTURES and laboratory work. A study of the synthesis and reactions of the more important classes of organic compounds. The work will be adapted so far as possible to the individual needs of the student. Laboratory fee, $5. Daily 9:00 to 11:00.

Assistant Professor Davis

2. INDUSTRIAL CHEMISTRY. *c*

LECTURES and collateral reading. Students may devote all of their time to specialization in some particular industry such as the manufacture of intermediates and dyes, paper, explosives, paints, cement, rubber, steel, and coal tar products. There will be periods for consultation and discussion. Fee, $5. Daily 10:00 to 12:00.

Assistant Professor Davis

Note: All the laboratories and equipment of the Department may be utilized by the Summer Session. Special work in any field will be arranged for advanced students.

EDUCATION

FRANK EUGENE HOWARD, Ph. D., Assistant Professor of Pedagogy.

1. PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS. *b*

A study of the psychological principles underlying effective instruction in the fundamental subjects of the school curriculum. The work of grades one to eight will be considered, and the subjects of reading, language, spelling, writing, and arithmetic will be emphasized, but special attention will be given to the grades and subjects which the needs and interests of the class seem to justify. Some study will be made of standard tests and means of measuring the results of teaching. The aim of the course is to aid elementary teachers to judge, devise, and adapt methods of instruction in the basic school subjects. Daily at 8:00.

Assistant Professor Howard

2. SECONDARY EDUCATION. *b, c*

THIS course will deal with some phase of the junior-senior high school problem. One of the two following lines of work

(A-B) will be pursued, depending on the needs and interests of those presenting themselves for the course.

A. (a) A brief survey of the factors which have led to the present movement toward reorganization of secondary education. (b) The mental and physical characteristics of adolescence and their relation to school work. (c) Distinction between elementary and secondary education. (d) Various practical, educational, and social advantages of the junior high school plan. (e) General problems of administration and curriculum.

B. The pedagogy of junior-senior high school subjects. An analysis of the mental processes involved in learning and applying the content of the various subjects The mental difficulties of the pupils. Common defects in methods and textbooks. Adapting methods to the maturity of pupils, individual differences, and special needs and conditions. Teaching pupils to study effectively. Motivating and socializing the work. Two or three of the high school subjects, including *English,* will receive special attention. Daily at 10:00.

Assistant Professor Howard

ENGLISH

Stanley T. Williams, A. M., Ph. D., Instructor in Yale College.

Frank William Cady, A. M., B. LITT. (OXON.) Professor of English.

Miss Gladys Lott, Teacher of Expression, Boston and New York.

1, The Dramatic Contemporaries of Shakespeare. *b, c*

A study of a group of plays representative of the work of the chief Elizabethan dramatists other than Shakespeare. Daily at 3:00.

Professor Cady

2. ENGLISH POETRY OF THE EIGHTEENTH CENTURY. *b, c*

A study of the rise of Romanticism in the works of representive poets from Pope to Burns. Daily at 2:00.

Professor Cady

3. VICTORIAN PROSE AND POETRY

A study of certain significant intellectual movements of the nineteenth century. Particular attention is given to leaders of thought connected with the following: The Oxford Movement; the Broad Church; Christian Socialism; Fiction; Literary Criticism; the Pre-Raphaelites. Among the authors read are: Carlyle, Newman, Kingsley, Arnold, Clough, the Rossettis, Morris, Swinburne, etc., Lectures; class discussions; special reports. Daily at 9:00.

Professor Williams

4. COMPOSITION. *b, c*

IN this course attention will be given both to the theory of composition and to practical work in composition. The work will be planned to meet the needs of the individual student, whether undergraduate or teacher of composition. Daily at 10:00. .

Professor Williams

5. THE ART OF READING. *a*

A course in the dramatic interpretation of literature, designed to develop the power of dramatic reading, and to promote interest in and the understanding of the masterpieces of English through their vocal expression. This course is also designed to train teachers in practical methods to be used with classes in oral English and public speaking. Special attention is given to voice production, diction, and enunciation. Daily at 11:00.

Miss Lott

6. STORY-TELLING. *a*

STORY-TELLING has again taken its place among the arts. Its present popularity seems to be an outgrowth of the recognition of its educational value and teachers are adopting it in their classrooms. This course covers the following points,—grouping and dramatization of stories, practical experience in telling stories to children, how to tell stories, what stories to tell. Daily at 3:00.

Miss Lott

Note: Miss Lott will take a limited number of private students in dramatic reading.

FRENCH

H. P. WILLIAMSON DE VISME, A. M., Director of the Ecole du Chateau de Soisy, France.

G. D. DE LA JARRIE, B. ÈS L., B. ÈS S., M. D., Officer of Public Instruction, France.

EDWIN LATHROP BAKER, A. M., Assistant Professor of French, Oberlin College.

MLLE. MARIE CÉCILE LOUISE JANIN, Assistant in French, Indiana University.

MLLE MIREILLE DALMAS, Assistant in French, Wells College.

Advanced Courses

1. BALZAC. *c*

HIS life, works, and influence. Study of Le Père Goriot, Les Paysans, César Birotteau, Eugénie Grandet, Modeste Mignon. Texts, *Brunetière,* "Honoré de Balzac," Collection Nelson (Brentano's). *A. Le Breton,* "Balzac, l'homme et l'oeuvre," A. Colin—Paris (Brentano's).

H. P. Williamson de Visme

2. HISTOIRE DE LA CIVILISATION FRANCAISE DE LOUIS XIII À NOS JOURS. *c*

(a La Monarchie absolue (XVII & XVIIIe siècles); les réformes avant la Révolution.

(b) La Révolution, le Consulat, l'Empire (1789-1814).

(c) Les gouvernements de suffrage restreint Restauration, Monarchie de Juillet (1814-1848).

(d) Les gouvernements de suffrage universel: La Seconde République, le Second Empire, la Troisième République (1848-1919).

Texts: D. H. Montgomery, "French History," Ginn & Co. E. Ducoudray, "Histoire et Civilisation des temps modernes," (1715-1815), Hachette, Paris (Brentano's). E. Ducoudray, "Histoire et Civilisation contemporaine," Hachette, Paris, (Brentano's).

Dr. G. D. de la Jarrie

3. LA FRANCE COMMERCIALE ET INDUSTRIELLE. *c*

LA France Coloniale: Algérie, Maroc, Tunisie, Sénégal, Congo, Cote d'Ivoire, Madagascar, La Réunion, Nouvelle-Calédonie, Cochinchine, Annam, Tonkin, Camboge, &. &.

Histoire, géographie, coutumes, industries, produits naturels, exportations et importations, lois et relations commerciales.

Texts: Foncin, "Géographie: Cours supérieur et cours complementaire," A .Colin—Paris (Brentano's). Brigham, "Commercial Geography" (Ginn, Boston). Gregory, Keller, and Bishop, "Physical and Commercial Geography," (Ginn). Toothaker, "Commercial Raw Materials" (Ginn).

Dr. G. D. de la Jarrie

4. Histoire de France, (politique) Louis xv a la Restauration. *c*

Texts: D. H. Montgomery, "French History" (Ginn & Co.) E. Ducoudray, "Histoire et Civilisation des temps modernes," (1715-1815), Hachette—Paris (Brentano's). E. Ducoudray, "Histoire et Civilisation contemporaine," Hachette—Paris (Brentano's).

H. P. Williamson de Visme

5. Le Théâtre au xix*e* Siècle et au xx*e* Siècle. *c*

(a) Tableau génèral du XIXe Siècle. Grandes divisions Le noveau public. Les nouveaux sentiments. Le Romantisme. LeRéalisme. Influences extérieures.
(b) Drame Romantique: Victor Hugo, Alexandre Dumas père, Alfred de Vigny, Aldred de Musset, Casimir Delavigne. Le Réation Classique; Ponsard, La Renaissance du drame en vers: H. Bonnier, Francois Coppée, Jean Richepin.
(c) La Comédie: Scribe, Emile Augier, Alexandre Dumas fils, Labiche, Sardou, Meilhac et Halévy, E. Pailleron, H., Becque, Ed. Rostand, Brieux, Maurice Donnay, &. &.

Text: Emile Faquet, "Notes sur le théâtre," Lecène—Paris (Brentano's). C. Latrielle, "La fin du theatre romantique," Hachette—Paris (Brentano's)

Dr. G. D. de la Jarrie

6. PUBLIC SPEAKING. *b*

FOR students with a speaking knowledge of French.

Text: "Pour parler en public—Guide lu Conférencier'" by Louis Forest, Paul Bilhaud, etc. (Dorbon Ainé, 19 East 57th Street, New York).

Assistant Professor Baker

Intermediate Courses

7. PHONETICS. *b*

Phonétique. Etude de l'émission des sons.—Etude des voyelees et des consonnes.—Les voyelles nasales—Les cas ticuliers de la nasale *an.* Quand de groupe en sa prononce—ticuliers de la nasale *an.* Quand de groupe ensa prononce—t'il an et *in,*—*en* final, *en* atone.—Les cas particuliers des *in, ou, on, un.* —

La prétendu loi des trois consonnes.—Le changement spontané des consonnes, etc.

Texts: "A Primer of French Pronunciation," Matzke (Henry Holt). "A Handbook of French Phonetics" Nitze and Wilkins, (Henry Holt).

Mlle. Janin

8. PROSE, COMPOSITION AND LETTER WRITING. *b*

Rhétorique: Du style, de l'originalité du style, de la concision, de l'harmonie du style et de l'harmonie des phrases; de l'invention, du style épistolaire, etc.

Text: "Exercises in French Composition," Koren,(Henry Holt).

Mlle. Dalmas

9. DICTATION AND ANALYSIS OF WORDS. *b*
Methodical drill and progressive study of words in common use considered as to their orthography, their meaning, and their uses in the formation of phrases.

Text: Colin and Sérafon, "Practical Lessons in French Grammar," (Benj. Sanborn, Boston).

Mlle. Dalmas

10. GRAMMAR REVIEW COURSE. *b*

Revue générale de la grammaire et de la syntaxe. Analyse grammaticale et Analyse logique ,etc.

Text: Colin and Sérafon, "Practical Lessons in French Grammar," (Benj. Sanborn, Boston).

Mlle. Janin

11. COURSE OF CONVERSATION. *b*

Systematic acquisition of an every-day working vocabulary with subject-matter dealing with the history, geography, literature, etc.

Mlle. Dalmas

12. EXPLICATION DE TEXTES. (LETTRES DE MON MOULIN). *c*

Text: A Daudet, "Lettres de mon Moulin," Collection Nelson (Brentano's).

H. P. Williamson de Visme

13. FRENCH POETRY OF THE XIX CENTURY. *c*

Text: Henning, "Representative French Lyrics of the Nineteenth Century," (Ginn & Co.)

Assistant Professor Baker

14. French Philology. Changes in the structure of words due to the adding of prefixes and suffixes and to the substitution of one letter for another. Etymology.—French Lexicon.—Celtic, Germanic, Italian, Spanish, English, Slavonic, Greek, Latin and Oriental groups.—French and French dialects.—Alphabet, Orthographie, Grammar, syntax, etc.

Dr. G. D. de la Jarrie

DO NOT COME WITHOUT YOUR BOOKS.

HISTORY AND POLITICAL SCIENCE

WILLIAM JAMES RYLAND, A. M., Assistant Professor of History.

KARL FREDERICK GEISER, Ph. D., Professor of Political Science, Oberlin College.

1. THE UNITED STATES SINCE 1865. *b, c*

A survey of the later history of the United States, dealing with the problems resulting from the Civil War and Reconstruction; economic, judicial, and political government; international relations and the participation of the United States in the recent war. Daily at 8:00.

Assistant Professor Ryland

2. THE STATES OF EUROPE. *b, c*

A rapid survey will be made of the history of the states of Western Europe since 1870; causes of the Great War, immediate and remote, the aims of the belligerents, as stated during the war and as embodied in the peace settlement. Attention will be given to the methods used in directing public opinion during the war. Daily at 10:00.

Assistant Professor Ryland

3. COMPARATIVE GOVERNMENT. *b, c*

A comparative study of the political systems of the leading European powers, including England, with special reference to the relation of government to popular control. Due attention will be given to the changes in some of the European states as a result of the war, and to the organization of the new states recognized by the Peace Conference. Daily at 9:00.

Professor Geiser

4. INTERNATIONAL RELATIONS. *b, c*

THE course will include a brief survey of international relations during the last two decades, the subjects, objects, and methods of diplomacy, and the development of permanent international agencies for the maintenance of peace. Special attention will be given to the two Hague Conferences and to the results of the present Peace Conference. Daily at 11:00.

Professor Geiser

LATIN

MYRON REED SANFORD, A. M., L. H. D., Professor of Latin.

1. LATIN POETRY. *b, c*

STUDY of fragments preserved from the early writers. Selections from Catullus, Horace, Vergil, Ovid, Tibullus, Propertius, and others, to show Latin verse in its perfection, with a few poems of the Silver Age to indicate changes of form and style to medieval and monkish rhymes. The hymnology of the early Church. Daily, at 8:00.

Professor Sanford

2. ROMAN ORIGINS. *b, c*

THE influence of Roman life upon our own thought and custom in history, language, literature, education, law, government, social life, the ways of commerce, religion, philosophy, art, engineering, road-making, agriculture, medicine and surgery, botany, mathematics and astrology, folk lore of signs and seasons, omens, and traditions. Daily at 9:00.

Professor Sanford

MUSIC

LEWIS J. HATHAWAY, Professor of Music, Middlebury College.

MISS MINNIE HAYDEN, Teacher of the Art of Singing, Steinert Hall, Boston, Mass.

MISS GLADYS LOTT, Teacher of Expression, Boston and New York.

1. SCHOOL MUSIC. *a, b*

THIS course is intended to provide the preparation and equipment necessary for a Supervisor of Music in public schools. Among the topics treated are the methods of presenting music in the primary grades with *definite lesson plan for each grade.* This may be taken as one of the courses of the English School. Daily at 8:00.

Miss Hayden

2. MUSIC READING AND MELODIC NOTATION. *a*

A course designed to meet the needs of all who are deficient in rhythm, intervals, scales and those unable to read vocal music with facility. This may be taken as one of the courses of the English School. Daily at 9:00.

Miss Hayden

3. VOICE BUILDING. *a*

A voice builder develops and strengthens the voice as physical culture develops and strengthens the body. This work is done in half hour daily lessons. It has been shown that daily drill faithfully accompanied by systematic practice will enable students to accomplish more in the six weeks of the Summer Session than can be done by weekly lessons covering a period of several months. Time to be arranged.

Miss Hayden

4. SONG INTERPRETATION. *a*

INCLUDES coaching in Oratorio and Operatic Arias. Private lessons for students desiring instruction in song interpretation in English, Italian, and French, and coaching in oratorio and songs. Time to be arranged.

Miss Hayden

5. PLATFORM ART.

THIS course is designed to teach students stage deportment in concert and dramatic work. Special attention will be given to diction, enunciation, poise, correct standing and walking, etc. Time to be arranged.

Miss Lott

6. RECITAL REPERTOIRE.

THIS course is offered to those students who are interested in the art of Mme. Yvette Gilbert and Kitty Cheatham. Programs will be outlined and coached. This work may be done either in class or in private lessons. Time to be arranged.

Miss Lott

7. PIANO, ORGAN, AND HARMONY.

INDIVIDUAL instruction. In the piano and organ courses special attention is given to the needs of teachers who may desire to add to their teaching repertoire as well as to improve their own playing. Discussion of normal problems. Time to be arranged.

Professor Hathaway

8. MUSICAL APPRECIATION. *a, b*

A class course designed to aid students in understanding and appreciating the musical masterpieces. Works of the great composers, illustrated at the piano and by victrola records. Students are provided with piano arrangements of orchestral and operatic works. This may be taken as one of the courses of the English School. Of special value to students of public school music. Daily at 10:00.

Professor Hathaway

SPANISH

JULIÀN MORENO-LACALLE, A. B., A. M.
Assistant Professor of Modern Languages, U. S. Naval Academy, Annapolis, Md.

JOSÈ MARTEL, A. B., A. M.
Associate Professor of Modern Languages, U. S. Naval Academy, Annapolis, Md.

BALBINO DÁVALOS, L. L. D.
Late Professor of Spanish, University of Minnesota.

TERESA DE ESCORIAZA, A. B., Bt. Sup.
Oaksmere School, Mamaroneck, N. Y.

CINCINATO G. B. LAGUARDIA, A. B.
Assistant Professor of Modern Languages, U. S. Naval Academy, Annapolis, Md.

MARIA TERESA GARCIA, A. B.
Assistant in Spanish, Vassar College, Poughkeepsie, N. Y.

FRANCISCA MARTINÉZ, A. B.
West High School, Rochester, N. Y.

HORTENSIA PERÉZ, A. B.
Instructor of Spanish, Winthrop College, Rock Hill, S. C.

ROSALINA ESPINOSA, A. B.
High School of Commerce, New York City.

Advanced Courses

Seminar Course

1. METHODOLOGY. *b, c*

A study and discussion of methods and technique in teaching Spanish. Among the points to be covered will be: Standard methods; devices for instruction; selection of text books, selection, preparation and presentation of subject-matter; distribution of time; planning of courses; lesson plans; questioning; examinations; *realia;* the teaching of pronunciation; the teacher's preparation and equipment, etc. Tuesdays and Fridays at 9:00.

Professor Moreno-Lacalle

Texts: Wilkins' "Spanish in the High Schools," Sanborn; Krause's "The Direct Method in Modern Languages," Scribner's.

Recitation Courses

2. CASTILIAN PHONETICS AND PRONUNCIATION. *b, c*

A theoretical and practical course: Bases of phonetics; sound physiology; phonetic transcription; analytical and synthetical study of Spanish sounds; oral and aural exercises and drills. Daily at 8:00.

Professor Moreno-Lacalle and Assistants

Texts: Moreno-Lacalle's "Elements of Spanish Pronunciation," Scribner's; Rippman's "Elements of Phonetics," Dutton.

3. ADVANCED SPANISH GRAMMAR AND RHETORIC. *b, c*

THIS course will cover the following points: (1) Historical study of grammar; (2) syntactical analysis; (3) general study of rhetoric; (4) free composition—exercises in literary descriptions, themes, essays, short stories, analysis and criticism of literary gems. Daily at 1:30.

Professor ~~Dávalos~~ Vasconcelos

Texts: Padilla's "Grámatica Historico-Crítica de la Lengua Española," Jubera Hermanos, Madrid; Toro y Gomez's "El Arte de Escribir," Armand Colin, Paris.

4. SPANISH LITERATURE.—THE TIMES OF THE ROMANTICISM. *b, c*

A study of the Romanticist movement in Spain and its influence on modern literature, with special attention to the works of the Duque de Rivas and of Larra. (This is the 2nd course of a cyclic series of four courses on Spanish literature. The first course, given last summer, dealt with contemporary literature. The remaining courses will be on The Spanish Classic Literature—The Golden Age, and on The Ancient Literature of Spain from the Roman Era). Daily, 1st Section at 9:00; 2nd Section at 11:00.

Buceta
Professor ~~Moreno-Lacalle~~

Texts: (To be announced later.)

Conversational Courses

5. SPANISH CIVILIZATION AND ITS INFLUENCE. *b, c*

THIS course will offer intensive work in conversation, taking for its subject matter the development, through ancient and modern history, of Spanish conquests, civilization, letters, arts, sciences, institutions, etc. Daily at 2:30.

Professor Martel

Text: Moreno-Espinosa, Compendio de Historia de España, Madrid.

6. LATIN-AMERICAN *Realia.* *b, c*

CONVERSATIONAL drill based on Latin-America will be the purpose of this course. The history, politics, literature, commerce, and geography of the Latin-American Republics will furnish the bases for the discussions. Daily at ~~2:30.~~

Change hour *Professor Laguardia*

Texts: Albes' "Viajando por Sud-América" (Warshaw), Holt; Supple's Spanish Reader of South-American History, McMillan; Laguardia's "Argentina—History and Legend," Sanborn.

7. THE MODERN SPANISH DRAMA. *b, c*

A general study of the principal playwrights of the 19th and 20th Centuries, with a special study of a *comedia, two tragedias and three sainetes.* Daily, 1st Section at 10:00; 2nd Section at 11:00.

Under the Supervision of Professor Martel
1st Section, Señorita Escoriaza
2nd Section, Señorita Garcia

Texts: Hartzenbush's "Juan de las Viñas," (Geddes), Ginn; Echegaray's "O Locura o Santidad," (Geddes and Josselyn), Heath; Echegaray's El Gran Galeoto (Espinosa), Knopf; Benavente's Tres Comedias (Van Horn); Quintero's Dona Clarines (Morley, Heath).

8. THE MODERN SPANISH NOVEL. *b, c*

A study of the principal Spanish fiction writers of today, with a special study of three representative novels. Daily, 1st and 2nd Sections at 10:00, 3rd Section at 11:00.

Under the Supervision of Professor Moreno-Lacalle
1st Section, Señorita Martinéz
2nd Section, Señorita ~~Perez~~ Palomo
~~*3rd Section, Señorita Espinosa*~~
~~Rodriguez~~

Texts: Pérez Galdos' "Trafalgar"; Blasco Ibanez' "La Catedral"; Pereda's "El Buey Suelto."

Lecture Courses

(Eight hours each for the entire Session)

9. ~~PAN AMERICANISM.~~ Literatura Clásica *b, c*

Professor ~~Dávalos.~~ Buceta

10. THE GREAT MEN OF SPANISH AMERICA. *b, c*

Professor Laguardia

11. SPANISH WRITERS OF TODAY. *b, c*

Professor Martel

12. SPANISH-AMERICAN WRITERS OF TODAY. *b, c*

Professor ~~Moreno-Lacalle~~ Vasconcelos

Intermediate Courses

13. CASTILIAN PHONETICS AND PRONUNCIATION. *b*

(See Course ~~2)~~ Daily, at 8:00.

Professor Moreno-Lacalle and Assistants

14. INTERMEDIATE GRAMMAR AND COMPOSITION. *b*

A general review of Spanish grammar with systematic exercises in translation and free composition. Daily, at 1:30.

1st Section, Señorita Martinez
2nd Section, Señorita ~~Garcia~~ Martínez-
3rd Section, Señorita ~~Espinosa~~ Rodríguez

Texts: Moreno-Lacelle, "Elementos de Español," Sanborn; Wilkin's Spanish Prose Book, Sanborn.

15. SPANISH CONVERSATION. *b*

SYSTEMATIC acquisition of an every-day working vocabulary. The subject matter of this course will be the *realia* of Spain and of Spanish-America. Daily, 1st Section at 9:00; 2nd and 3rd Sections at 10:00.

1st Section Señorita Escoriaza.
2nd Section, Señorita ~~Perés~~ Palom
3rd Section, Señorita ~~Espinosa~~ Rodríguez

Texts: Bergé-Soler and Hathaway's "Spanish-American Reader,' Sanborn; Hills and Reinhardt's Spanish Short Stories, Heath; Ford's "Spanish Fables in Verse," Heath.

Credits for the above courses will be allowed as follows: Course 1, one credit; Courses 9 and 10 together, one credit; Courses 11 and 12 together, one credit; all other courses ,two credits each.

AUXILIARY CLASSES

For the purpose of preparing students for teachers' examinations, there will be conducted under the supervision of the Dean of the School coaching classes, organized into four sections, each meeting twice weekly.

1st Section, Señorita Martínéz, Mondays and Wednesdays, at 9:00.

2nd Section, Señorita Escoriaza, Tuesdays and Thursdays, at 11:00.

3rd Section, Señorita ~~Peréz~~, Palomo *Mondays and Wednesdays, at 1:30.*

4th Section, Señorita García, Tuesdays and Thursdays, at 2:30.

(No credits will be allowed for the Auxiliary Classes)

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1918

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Middlebury College Bulletin

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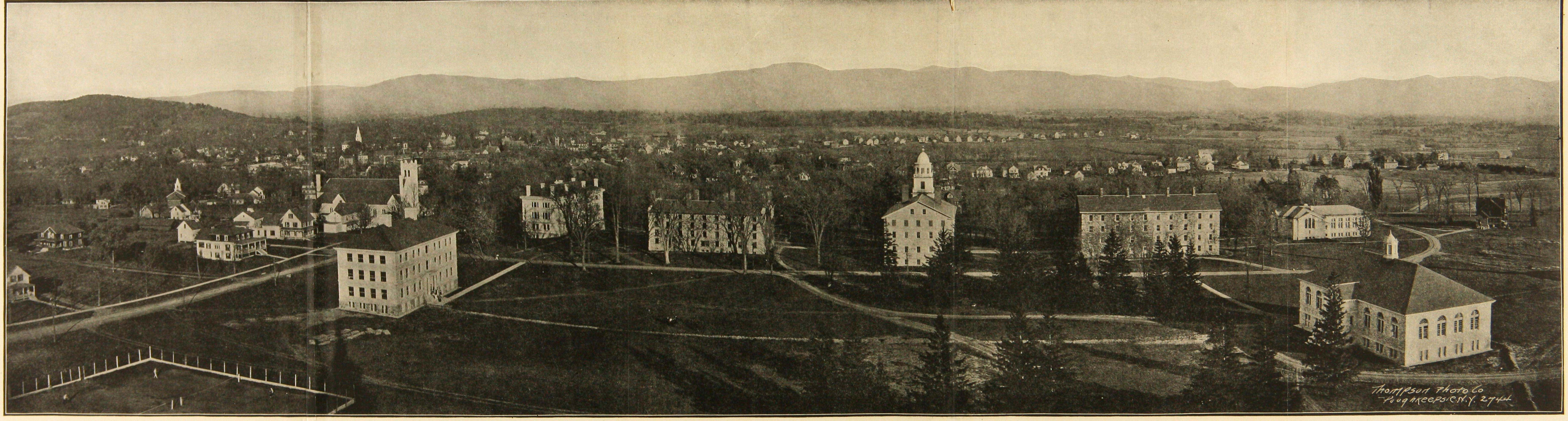
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